



## **General Certificate of Education**

# **Spanish 5696** *Specification*

## **SP02          Aspects of Society**

# **Mark Scheme**

*2008 examination - June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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**Unit 2**

	<b>% of AS</b>	<b>Marks</b>
AO2 Response to written language	10	18
AO3 Knowledge of grammar	5	9
AO4 Knowledge of society	15	27
<b>TOTAL</b>	30	54

**Annotation of Scripts**

The following conventions will be used by examiners marking scripts:

<b>AO2</b> (Reaction and Response)	<b>AO4</b> (Content)
® written in the margin to indicate reaction/response relevant to AO2 where this includes reason/justification of opinion.	© written in the margin to indicate information relevant to AO4, derived from a source other than the current Preliminary Material and relevant to the question set.
R written in the margin to indicate reaction/response relevant to AO2 when no justification is given.	C written in the margin to indicate information relevant to AO4, derived from the Preliminary Material and relevant to the question set.
	T written in the margin to indicate information generally relevant to the topic.
Rep written in the margin to indicate repetition of information relevant to AO4 or AO2.	
Irr vertical line in the margin = irrelevant/inappropriate material.	

The mark for AO4, AO2 and AO3 respectively written at the foot of an answer accompanied, where the examiner deems it necessary, by a word or phrase quoted from the criteria for assessment as published in the specification.

**Question 1(a)**

**La nueva tecnología, ¿atrae a los españoles que quieren informarse?**  
**Explica tu opinión y da ejemplos**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
=	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on whether Spaniards attracted by new technology in media (Almost) all opinions are clearly illustrated to show why believe Spaniards attracted by new technology in media or not.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on whether believe Spaniards attracted by new technology in media (Almost) all opinions are clearly illustrated though not all comments relate clearly to question
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on whether believe Spaniards attracted by new technology in media Little (or inappropriate) explanation/justification of why believe Spaniards attracted by new technology in media or not.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on whether Spaniards attracted by new technology in media 1 or 2 opinions but probably not focused on whether Spaniards attracted by new technology in media
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably little/ no attempt to comment on whether Spaniards attracted by new technology in media. Maybe little focus on Spain
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

AO4	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Possible Content Points
23-27	<p>The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic.</p> <p>Good use of topic-specific vocabulary Quality of the evidence very good Understanding of the topic very good.</p>	<p>NB Not essential to use PM but other sources do not necessarily score higher marks.</p> <p>In general, apart from top band, quality &amp; quantity of evidence more important than source.</p> <p>C TV probably proves not most attracted to very modern forms of media 99.2% homes have TV Only 0.8%, 68,000 of 38 million no TV, Watch most in Europe :60.4% in main room; 54.9% in dining room, 30% in bedroom</p> <p>Press –not popular; may prove older forms not attractive Only 105 per 1000 over 14s read papers Average age of readers increasing readership less than half that of European average</p> <p>©</p> <p>Mobiles/Internet –seem to prove are attracted facts from previous PM plus relevant up to date Sp statistics on use.</p> <p>Radio- quite popular; shows attracted to older technologies Spanish details on no. listeners, hours per day etc. 23F?</p> <p>NB: Video games, ipods technology but not really media. Blackberries, iphones fine but need Spanish facts</p>
17-22	<p>The answer makes a number of points relevant to specific issues.</p> <p>It shows some independence from, or clear manipulation of, the preliminary material.</p> <p>Makes use of topic-specific vocabulary.</p> <p>Quality of the evidence good Understanding of the topic good.</p>	<p>23-27 Band. Will use many C points very well and/or equally relevant © in same way.</p> <p>Examples will cover several media. Every example Spanish &amp; relates very clearly to situation in Spain</p>
11-16	<p>The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient Understanding of the topic sufficient.</p>	<p>17-22 Band. Almost as many C points (or equally relevant ©) used well.- still mentioning several media.</p> <p>Not as many points and/or not related quite as clearly to the question</p>
5-10	<p>The answer relies almost exclusively on the preliminary material.</p> <p>Quality of evidence limited Understanding of the topic limited.</p>	<p>11-16 Band. Several points ( C and/or ©) but probably coverage of limited number of media and/or not always used to illustrate whether Spaniards attracted by new technology in media</p>
1-4	<p>The answer includes very little factual evidence.</p> <p>Quality of the evidence poor Understanding of the topic poor.</p>	<p>5-10 Band. 1 or 2 points about media in Spain.</p> <p>Random facts –not used to prove whether Spaniards attracted by new technology in media And/or Generalisations with little Spanish evidence.</p>
0	<p>There is absolutely nothing of relevance either to the topic area or to the question set.</p> <p>A zero score will automatically result in zero for the question as a whole.</p>	<p>1-4 Band Generalisations about media. Little/no reference to Spain or importance of new technology in media there.</p>

**Question 1(b)**

**¿Crees que la televisión ha perdido su influencia en España?**  
**Explica tu opinión y da ejemplos.**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
==	irrelevant/inappropriate material				

AO2	Reaction/response (These marks are awarded based on the extent to which the candidate answers the question set)	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on <b>whether TV lost influence in Spain</b> (Almost) all points clearly justified as to <b>whether TV lost influence in Spain</b> . NB. Answers in this band must give balanced consideration to other media also
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on <b>whether TV lost influence in Spain</b> Not all comments relate clearly to question. Not all appropriately justified/illustrated
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on <b>whether TV lost influence in Spain</b> (Maybe general consideration of media in Spain Little (or inappropriate) explanation/justification of why feel TV lost influence in Spain or not
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on <b>whether TV lost influence in Spain</b> 1 or 2 opinions but probably not relating to loss of influence/importance of TV Maybe little reference to Spain
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on influence of TV and/or of Spain.
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar (These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

AO4	<b>Content/Knowledge of Society</b>	<b>Possible Content Points</b>
	<i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	
<b>23-27</b>	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary Quality of the evidence very good Understanding of the topic very good.	<b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks <i>In general, apart from top band quality &amp; quantity of evidence more important than source.</i> <b>Not lost influence/importance</b> <b>C</b> 99.2% homes have TV (60.4% in main room; 54.9% in dining room, 30% in bedroom) Only 0.8%, 68,000 of 38 million no TV – views of 'los sin tele' on learning more without © No. of hours watched by children instead of homework etc, <b>Not threatened by other media</b> <b>C Press</b> Only 105 per 1000 over 14s read papers (seen as heavy?) Govt feels need for Plan de Fomento <b>Threatened by other media</b> © <b>Mobiles</b> - previous PM on distracting from school work <b>Internet</b> –previous PM – informing selves about possible partners.
<b>17-22</b>	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good Understanding of the topic good.	<b>23-27 Band.</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Every example is Spanish and relates very clearly to <b>whether TV lost influence in Spain</b>
<b>11-16</b>	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient Understanding of the topic sufficient.	<b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well.- relating not quite as clearly to <b>whether TV lost influence in Spain</b> . Starting to have not enough balance in consideration of other media
<b>5-10</b>	The answer relies almost exclusively on the preliminary material. Quality of evidence limited Understanding of the topic limited.	<b>11-16 Band.</b> Several points (C and/or ©) but probably unclear <b>whether TV lost influence in Spain</b> (or more a general discussion of media).
<b>1-4</b>	The answer includes very little factual evidence. Quality of the evidence poor Understanding of the topic poor.	<b>5-10 Band.</b> 1 or 2 points about media in Spain. Or random facts rather than relating to <b>whether TV lost influence in Spain</b> And/or Generalisations with little Spanish evidence.
<b>0</b>	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	<b>1-4 Band</b> Generalisations about media. And/or little/no reference to Spain.

**Question 2(a)**

**¿Qué hacen los españoles para tener un país más 'verde'?**  
**Explica tu opinión y da ejemplos.**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
=	irrelevant/inappropriate material				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on <b>what Spaniards doing to clean up environment/reduce emissions/use less energy</b> . Clearly stated opinions as to effectiveness of Spanish attempts to improve environment. (Almost) all points clearly justified with clear opinions on <b>what Spaniards doing to clean up environment/reduce emissions/use less energy</b> . NB: For highest marks egs & opinions must focus on Q.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on <b>what Spaniards doing to clean up environment/reduce emissions/use less energy</b> . Not all comments relate clearly to <b>what Spaniards doing in this respect</b> . Not all appropriately justified/illustrated with opinions on <b>what Spaniards doing to clean up environment/reduce emissions/use less energy</b> .
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on <b>what Spaniards doing to improve environment</b> . Unclear opinions on whether <b>think Spaniards trying to improve environment or not</b> . Little (or inappropriate) explanation why think Spaniards trying to improve environment.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on whether trying to improve environment. 1 or 2 opinions but probably in environmental issues generally.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on Spain and/or attempts to improve environment
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.



AO4	Content/Knowledge of Society	Possible Content Points
	<i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary Quality of the evidence very good Understanding of the topic very good.	<b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks. In general, apart from top band quality & quantity of evidence more important than source. <b>C Yes, trying to make 'greener'</b> <b>Día sin coches/reducing car use</b> (ie. Cleaner air, less noise) Free buses-Málaga & Alcantarilla Málaga- use of bikes or walked Alcantarilla- free parking if use bus 5,00 leaflets to raise awareness Police checks to advise if vehicle noisy etc <b>Use of Renewable Energy</b> (ie less CO2)
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good Understanding of the topic good.	Madrid- comunidad & IDAE give grants for solar panels New houses: solar energy for 60/75% of hot water. Wind power- 34% increase in 2001 (saves 6 mill tons CO2, produces electricity 1.7 million families NB Pabellón only valid if stress awareness raising leading to less CO2 etc © <b>Yes, trying to make greener:</b> other Sp. facts on reducing use of cars or renewable energy. Also:3 erres ,leyes del guante verde, Calviá, ecotasa, etc <b>No, not making greener:</b> forest fires, (pollution) pollution of water beaches, noise & other pollution <b>NB.</b> Focus on cleaning making greener.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient Understanding of the topic sufficient.	<b>23-27 Band.</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Best candidates will probably argue for and against. Good examples of attempts to make greener or not. Every example is Spanish and relates very clearly to making greener (or not) of environment <b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well.- relating not quite as clearly to making environment greener.
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited Understanding of the topic limited.	<b>11-16 Band.</b> Several points (C and/or ©) but not always showing clear link to making environment greener or not. Possibly unfocused refs to any aspect of environment.
1-4	The answer includes very little factual evidence. Quality of the evidence poor Understanding of the topic poor.	<b>5-10 Band.</b> 1 or 2 points about environment in Spain that do not showing how attempt to make environment greener. And/or Generalisations with little Spanish evidence.
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	<b>1-4 Band</b> Generalisations about environment. Little/no reference to attempts to improve. Little/no reference to Spain.

**Question 2(b)****‘La contaminación ya no es un problema en España.’ ¿Estás de acuerdo?****Explica tu opinión y da ejemplos**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	@ =	justified AO2 point
=	irrelevant/inappropriate material				

AO2	Reaction/response (These marks are awarded based on the extent to which the candidate answers the question set)	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus <b>on whether pollution a problem or not in Spain</b> . All eggs comments& eggs. to reinforce this point All comments relate to <b>whether pollution a problem or not in Spain</b> . (Almost) all points clearly justified to show how/ <b>whether pollution a problem or not</b> .
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused <b>on whether pollution a problem or not in Spain</b> . Not all comments relate clearly to focus of question. Not all appropriately justified/illustrated
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused <b>on whether pollution a problem or not in Spain</b> .. Probably facts/comments more about Spanish environment generally Little (or inappropriate) explanation/justification.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on Q set. Random facts about environmental issues in Spain 1 or 2 opinions , probably about environment generally rather than pollution
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points, probably with little/no Spanish focus
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar (These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

AO4	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
23-27	<p>The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic.</p> <p>Good use of topic-specific vocabulary  Quality of the evidence very good  Understanding of the topic very good.</p>	<p><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks  In general, apart from top band quality &amp; quantity of evidence more important than source</p> <p><b>Agree C</b> Día sin coches to cut down use of CO2 emissions  Encourage use of renewable/less polluting energy  Solar power – in new buildings in Madrid to Provide 60-75% hot water  Grants for older buildings to install  Wind power-34% increase in 1 year Energy for 1.4 mill families  Keen to spread message with Pabellon..  © More Sp facts re. Wind, solar, hydroelectric power, biodiesel fuels, Sp eggs of bike lanes, car sharing etc</p> <p><b>Disagree ©</b> .Día sin coches led to more use of cars;  Tourism: Sp eggs. polluting beaches etc  Prestige (NB failure to respond fast enough)  Forest fires(pollute with smoke)  NB. No place here for, lince, PNH</p>
17-22	<p>The answer makes a number of points relevant to specific issues.</p> <p>It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary.  Quality of the evidence good  Understanding of the topic good.</p>	<p><b>23-27 Band.</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way.  Every example is Spanish and relates very clearly to pollution issues</p> <p><b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well to show whether pollution a problem or not in Spain.</p>
11-16	<p>The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material.</p> <p>Some topic-specific vocabulary.  Quality of the evidence sufficient  Understanding of the topic sufficient.</p>	<p><b>11-16 Band.</b> Several C (and/or ©) points but not always used appropriately to answer question set.  Probably not always well used to show whether pollution a problem or not in Spain..  Probably references to environment issues unconnected with pollution.</p>
5-10	<p>The answer relies almost exclusively on the preliminary material.</p> <p>Quality of evidence limited  Understanding of the topic limited.</p>	<p><b>5-10 Band.</b> 1 or 2 points about Spanish environmental issues  A few random facts; little attempt to relate to pollution in Spain  Generalisations with only a little Spanish evidence.</p>
1-4	<p>The answer includes very little factual evidence.</p> <p>Quality of the evidence poor  Understanding of the topic poor.</p>	<p><b>1-4 Band</b> Generalisations about environmental issues/resources  Little/no reference to Spain.</p>
0	<p>There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.</p>	

**Question 3(a)**

**Los españoles no se interesan por la gente de otros países y culturas. ¿Estás de acuerdo?**

**Explica tu opinión y da ejemplos.**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
==	irrelevant/inappropriate material				

AO2	Reaction/response (These marks are awarded based on the extent to which the candidate answers the question set)	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus <b>on whether Spaniards interested in/concerned for immigrants etc</b> NB. Must be whether Spaniards interested in/concerned for immigrants etc, not just what happens to immigrants etc in Spain. Clearly stated opinions as to whether interested/concerned or not (Almost) all points clearly justified as to why feel interested/concerned or not
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused focus <b>on whether Spaniards interested in/concerned for immigrants etc</b> . Not all comments relate clearly to whether consider interested or not. .ot all appropriately justified/illustrated
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused focus <b>on whether Spaniards interested in/concerned for immigrants etc</b> Probably unclear opinion on how/whether interested or generalisations about immigrants. Little (or inappropriate) explanation/justification of why think Spaniards interested/concerned or not
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on whether Spaniards interested in/concerned for immigrants etc. 1 or 2 opinions, probably about immigration generally
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on interest/concern.
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar (These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

AO4	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Possible Content Points
23-27	<p>The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic.</p> <p>Good use of topic-specific vocabulary Quality of the evidence very good Understanding of the topic very good.</p>	<p><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks</p> <p><i>In general, apart from top band quality &amp; quantity of evidence more important than source.</i></p> <p>NB: Ideally best answers will include gypsies</p> <p><b>Yes, interested/concerned</b></p> <p>C. C.P. San Francisco open 8am-1.30pm showers, food as well as lessons children &amp; adult. © other Sp.egs. organisations helping immigrants.</p> <p>Ley de Extranjería: allowing to become legal. Humanitarian aid to survivors of pateras. Allow practice religion, customs etc so feel more at home (specific Sp. eggs)</p> <p><b>Not interested/concerned</b></p> <p>C eggs Text 6 don't know about religion, customs, clothes etc © Hard Sp facts about denying immigrants decent work, education, housing Aspects of Ley de Extranjería that make difficult to get job etc. NB; Recounting racist incidents, El Ejido etc not sufficient on own.</p>
17-22	<p>The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good Understanding of the topic good.</p>	<p><b>23-27 Band.</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Every example relates very clearly to whether Spaniards interested in/concerned for immigrants etc</p>
11-16	<p>The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient Understanding of the topic sufficient.</p>	<p><b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well.- relating not quite as clearly to whether Spaniards interested in/concerned for immigrants etc.</p>
5-10	<p>The answer relies almost exclusively on the preliminary material. Quality of evidence limited Understanding of the topic limited.</p>	<p><b>11-16 Band.</b> Several points (C and/or ©) but not always show clear link to showing interest/concern Probably just account of what happens to immigrants or what immigrants do.</p>
1-4	<p>The answer includes very little factual evidence. Quality of the evidence poor Understanding of the topic poor.</p>	<p><b>5-10 Band.</b> 1 or 2 points about immigration/racism in Spain. Random facts about immigrants. Probably no links to interest/concern for immigrants And/or Generalisations with little Spanish evidence.</p>
0	<p>There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.</p>	<p><b>1-4 Band</b> Generalisations about immigrants/racism And/or little/no reference to Spain.</p>

**Question 3(b)**

**‘La inmigración sólo causa problemas a España.’ ¿Estás de acuerdo? Explica tu opinión y da ejemplos.**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
=	irrelevant/inappropriate material				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on <b>whether immigration causes problems for Spain or not</b> . Clearly stated opinions on <b>whether immigration causes problems or not</b> . (Almost) all points and opinions clearly illustrated with egs referring to problems (or not) of immigration
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on <b>whether immigration causes problems for Spain or not</b> . Not all comments relate clearly to <b>whether immigration causes problems for Spain or not</b> . Not all appropriately justified/illustrated
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on <b>whether immigration causes problems for Spain or not</b> . Probably generalised opinions about immigrants. Little (or inappropriate) explanation/justification
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on problems (or not) of immigration in Spain 1 or 2 opinions but almost certainly about immigration in general
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on question set.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.



AO4	<b>Content/Knowledge of Society</b>	<b>Possible Content Points</b>	
	<i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<p><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks.</p> <p><i>In general, apart from top band quality &amp; quantity of evidence more important than source.</i></p>	
<b>23-27</b>	<p>The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic.</p> <p>Good use of topic-specific vocabulary Quality of the evidence very good Understanding of the topic very good.</p>	<p><b>Agree causes problems:</b></p> <p><b>C</b> : Text 6 egs of lack of knowledge of religion, customs etc could lead to racial tensions. © racial conflict; El Ejido ,21M etc Pressure on housing, education, health services Sp. egs of 'diluting' national identity – objection to mosques, wearing of veil etc</p>	
<b>17-22</b>	<p>The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good Understanding of the topic good.</p>	<p><b>Disagree; does not cause problems</b></p> <p><b>C</b> Egs from text 6 about possibility of learning about other religion ,languages., traditions Text 5; schools see advantages of other cultures. © what immigrants can bring – eg Ecuatorian fiesta from previous PM. Specific Sp. egs of greater acceptance of foreign foods, music, customs, religions etc. Economic benefits- work for low wages, do jobs Spanish don't want etc. Pay taxes. Help birth rate.</p>	
<b>11-16</b>	<p>The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient Understanding of the topic sufficient.</p>	<p><b>23-27 Band.</b> Will use many C points very well <b>and/or</b> equally relevant © in same way. Good examples relating to problems or not of immigration. . Every example relates very clearly to impact of other immigration on Spain</p>	
<b>5-10</b>	<p>The answer relies almost exclusively on the preliminary material. Quality of evidence limited Understanding of the topic limited.</p>	<p><b>17-22 Band.</b> Almost as many C points (or equally relevant © used well.- relating not quite as clearly to whether immigration causes problems for Spain or not</p>	
<b>1-4</b>	<p>The answer includes very little factual evidence. Quality of the evidence poor Understanding of the topic poor.</p>	<p><b>11-16 Band.</b> Several points (C and/or ©) but not always showing clear link to whether immigration causes problems for Spain or not. Probably some general information about immigration not linked clearly to the question.</p>	
<b>0</b>	<p>There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.</p>	<p><b>5-10 Band.</b> 1 or 2 points about immigration/racism in Spain. Random facts probably about immigration in Spain rather than problems might bring And/or Generalisations with little Spanish evidence.</p>	
		<p><b>1-4 Band</b> Generalisations about immigrants/racism. Little/no reference to problems. Little/no reference to Spain.</p>	

**Question 4(a)**

**‘Los españoles no aprecian lo que les ofrece la Unión Europea.’ ¿Estás de acuerdo?  
Explica tu opinión y da ejemplos.**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
=	irrelevant/inappropriate material				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on <b>whether Spaniards appreciate what gain from EU</b> . (If choose to disagree must show clearly why ). Clearly stated opinions as to <b>whether Spaniards appreciate what gain from EU or not</b> (Almost) all points clearly justified with examples that prove appreciate (or not) what get from EU.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on <b>whether Spaniards appreciate what gain from EU</b> . Not all comments relate clearly to appreciating (or not) what get from EU .Not all appropriately justified/illustrated with examples to show appreciation or not.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on <b>whether Spaniards appreciate what gain from EU</b> . Unclear opinions on whether appreciate Little (or inappropriate) explanation/justification of why feel appreciate or not.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on appreciation of benefits of EU membership Generalisations about EU 1 or 2 opinions but probably about EU generally .
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on question set.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.



AO4	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Possible Content Points
23-27	<p>The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic.</p> <p>Good use of topic-specific vocabulary Quality of the evidence very good Understanding of the topic very good.</p>	<p><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks .In general, apart from top band quality &amp; quantity of evidence more important than source.</p> <p><b>Do appreciate</b>  <b>C:</b> Text 7: Can share in projects/ ideas (Alejandra)  Beneficial – less isolated.  Lets participate in global economy. (Ma José)  Lack of frontiers- more opportunities (Vicente)  More powerful in Europe (Roberto et al)  Text 8: Socrates, Leonardo da Vinci  EU organisations give protection to consumers, workers etc (need specific organisations)  © Funds for roads, railways agriculture etc  More Sp.egs. of free movement of students, workers &amp; goods.  <b>Don't appreciate</b>  Difficult to find eggs but may say don't like  <b>C:</b> Canaries no longer free port  Loss of culture with globalisation (Elena Text.7)  © Price rises with Euro (previous PM)  Quotas bad for fishing industry  Immigrants use Spain as means of entry to EU etc  Influx other EU citizens –raises house prices etc</p>
17-22	<p>The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good Understanding of the topic good.</p>	<p><b>23-27 Band.</b> Will use many C points very well and/or equally relevant © in same way. . Every example is Spanish and relates very clearly to appreciation (or not) of EU membership</p> <p><b>17-22 Band.</b> Almost as many C points (or equally relevant ©) used well.- relating not quite as clearly to appreciation (or not) of EU membership</p>
11-16	<p>The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient Understanding of the topic sufficient.</p>	<p><b>11-16 Band.</b> Several points (C and/or ©) but not always showing clear link to appreciation (or not) of EU membership. Probably just 'all I know about EU and Spain. Maybe too much about general info about Euro etc</p>
5-10	<p>The answer relies almost exclusively on the preliminary material. Quality of evidence limited Understanding of the topic limited.</p>	<p><b>5-10 Band.</b> 1 or 2 points about EU. Random facts rather than giving clear information about appreciation. And/or Generalisations with little Spanish evidence.</p>
1-4	<p>The answer includes very little factual evidence. Quality of the evidence poor Understanding of the topic poor.</p>	<p><b>1-4 Band</b> Generalisations about EU. Little/no reference to appreciation of effects for Spain. Little/no reference to Spain.</p>
0	<p>There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.</p>	

**Question 4(b)**

**¿Crees que los españoles reciben suficiente información sobre la Unión Europea?  
Explica tu opinión y da ejemplos**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
=	irrelevant/inappropriate material				

AO2	Reaction/response (These marks are awarded based on the extent to which the candidate answers the question set)	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on <b>whether Spaniards know enough about EU (and how can help them.)</b> NB.best answers will focus on rights, opportunities rather than on new roads etc. Clearly stated opinions as to why think Spaniards know about EU (and how can help them.) (Almost) all points clearly justified as to why believe Spaniards know about enough about EU and how EU can help them.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on <b>whether Spaniards know enough about EU (and how can help them.)</b> Focus not as clear as for 15-18 band. Not all comments relate clearly to whether Spaniards know about EU and how can help them. Not all appropriately justified/illustrated
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on <b>whether Spaniards know enough about EU (and how can help them.)</b> Opinion not clearly focused on to whether Spaniards know about EU and how can help them Little (or inappropriate) explanation/justification of whether Spaniards know about EU and how can help them
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on knowing about EU or on Spain. 1 or 2 opinions but probably general comments about EU
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on Q set.
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar (These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

AO4	Content/Knowledge of Society	Possible Content Points
	<i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary Quality of the evidence very good Understanding of the topic very good.	<b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks <i>In general, apart from top band quality &amp; quantity of evidence more important than source.</i> <b>Yes, sufficient information</b> <b>C</b> Almost all info from Text 8 egs. Should know what EU offers through EU offices in Madrid & Barcelona Better Health & Safety at work HQs of EU dept in Bilbao, 16 Carrefours for advantages for rural & agricultural affairs Euro Info Centres-help for small businesses Consumer protection (offices Barcelona & Vitoria) © .Instituto de la Juventud – tells of becas etc <b>No, insufficient information</b> © previous PM re not knowing information on exam on EU.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good Understanding of the topic good.	<b>23-27 Band.</b> Will use many C points very well and/or equally relevant © in same way. Good examples relating very clearly to whether Spaniards know about EU and what offers
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient Understanding of the topic sufficient.	<b>17-22 Band.</b> Almost as many C points (or equally relevant ©) used well.- not relating quite as clearly to knowing about EU and what offers. <b>11-16 Band.</b> Several points ( C and/or ©) but probably more general info about EU
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited Understanding of the topic limited.	<b>5-10 Band.</b> 1 or 2 points about EU and Spain Random facts rather than showing whether know about how EU and how can help. And/or Generalisations with little Spanish evidence.
1-4	The answer includes very little factual evidence. Quality of the evidence poor Understanding of the topic poor.	<b>1-4 Band</b> Generalisations about EU . Little/no reference to what Spaniards know about EU and what offers. Little/no reference to Spain.
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	

**Question 5(a)**

**‘Los jóvenes españoles tienen más preocupaciones que los jóvenes hispanoamericanos.’ ¿Estás de acuerdo?**

**Explica tu opinión y da ejemplos de España y de Hispanoamérica.**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
==	irrelevant/inappropriate material				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus <b>on whether young Spaniards more worries than Spanish Americans.</b> Focus must be on a clear comparison, of who has more worries not list of what happens in Spain then list for SA. Clearly stated opinions as to why consider young Spaniards more worries or not (Almost) all points clearly justified with reasons
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused <b>on whether young Spaniards more worries than Spanish Americans.</b> . Not all comments relate clearly to who has more worries .Not all appropriately justified/illustrated
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused <b>on whether young Spaniards more worries than Spanish Americans..</b> More likely to be list of aspects of life in Spain & SA. Unclear whether opinions relate to who has more worries. Little (or inappropriate) explanation/justification of why think this.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on any idea of <b>on whether young Spaniards more worries than Spanish Americans.</b> 1 or 2 opinions but probably general comments about Spain and/or SA
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on Q set.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

AO4	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Possible Content Points
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary Quality of the evidence very good Understanding of the topic very good.	<b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks. <i>In general, apart from top band quality &amp; quantity of evidence more important than source.</i> Will probably disagree. i.e say SAs more worries <b>C :SA:</b> parents poor forced to do any job: Yolanda had to sell in street –desperate , 3 children Difficult family situations: Paula –widow, 8 children (1 died because living conditions). Poverty generally great worry in SA – 95 mill without basics. 43,4% hardly enough. <b>Spain:</b> Unemployment main cause of worry for Spanish young (40%) (but problem much worse in SA). Only Economic sit. Only concerns 27% (cf SA stats above) Spain: terrorism worries 32%. © Eggs from SA of rebels, kidnappings etc probably greater worry © <b>SA</b> –Work-poverty previous PM street children & other eggs of how forced earn living in SA Other eggs from both areas re education / health
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good Understanding of the topic good.	
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient Understanding of the topic sufficient.	
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited Understanding of the topic limited.	<b>23-27 Band.</b> Will use (almost) all C points very well and/or equally relevant © in same way. Good balance of eggs from both Spain & SA. Every example relates very clearly to comparing situation in Spain & SA
1-4	The answer includes very little factual evidence. Quality of the evidence poor Understanding of the topic poor.	<b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well.- not relating quite as clearly to comparing situation in Spain & SA
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	<b>11-16 Band.</b> Several points (C and/or ©) but probably not showing clear comparison between Spain & SA. Maybe lack of balance (more on Spain than SA or vice versa)
		<b>5-10 Band.</b> 1 or 2 points about Spain and/or SA Random facts about situation in SA and Spain. Little or no comparison And/or Generalisations with little Spanish/SA evidence.
		<b>1-4 Band</b> Generalisations about Spain and/or SA . Little/no reference to focus of Q Little/no reference to Spain/SA.

**Question 5(b)**

**¿Cuáles son las diferencias más grandes entre la vida en España y la vida en Hispanoamérica?**

**Explica tu opinión y da ejemplos de España y de Hispanoamérica.**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
==	irrelevant/inappropriate material				

AO2	Reaction/response (These marks are awarded based on the extent to which the candidate answers the question set)	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus <b>on differences between life in Spain &amp; Spanish America</b> . <b>NB</b> Focus must be on a clear comparison, not list of what happens in Spain then list for SA. Clearly stated opinions on which think greatest differences. (Almost) all points clearly justified with reasons as to why think these greatest differences.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused <b>on opportunities (or lack of) for Spanish &amp; Spanish American youngsters</b> . Not all comments relate clearly to which think greatest differences. Not all appropriately justified/illustrated
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused <b>on differences between life in Spain &amp; Spanish America</b> . More likely to be list of good aspects of Spain & bad aspects of SA. Unclear whether opinions relate to which think greatest differences. Little (or inappropriate) explanation/justification of why think these are greatest differences.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on any idea <b>of differences between life in Spain &amp; Spanish America</b> 1 or 2 opinions but probably general comments about Spain and/or SA
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on Q set.
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar (These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.



AO4	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Possible Content Points
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary Quality of the evidence very good Understanding of the topic very good.	<b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks. <i>In general, apart from top band quality &amp; quantity of evidence more important than source.</i> <b>Probably answer will be 'No' for following reasons:</b> <b>Can decide on one or more of following, (or other differences provided illustrate and justify)</b> <b>Education: C:</b> Spain: 55% happy with education © Spain: free education, opportunities study abroad (Socrates etc) <b>C:</b> SA: Paula struggled as tamalera , to give children chance of education © Egs: education not free. Street children (previous PM) have to work to feed family or self. <b>Work/unemployment: C:</b> Spain: Unemployment main cause of worry (40%) but 40% satisfied with work SA: Paula came to Lima at 17 – no work in pueblo Facts re 'paro' © Niños de la calle – previous PM & other egs. Boy soldiers for rebels (specific egs) <b>Home/family: .C:</b> Spain: 83% (in text) (or 97% in table!) have happy family life SA: Yolanda & Paula struggle to keep family. Yolanda –desperate , 3 children: Paula –widow, 8 children (1 died because living conditions) © Children forced to work, fend for selves (niños de la calle if not already used)
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good Understanding of the topic good.	<b>23-27 Band.</b> Will use (almost) all C points very well and/or equally relevant © in same way. Good balance of egs from both Spain & SA & covering at least 3 headings. Every example relates very clearly to comparing situation in Spain & SA
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient Understanding of the topic sufficient.	<b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well.- not relating quite as clearly to comparing situation in Spain & SA
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited Understanding of the topic limited.	<b>11-16 Band.</b> Several points (C and/or ©) but probably not showing clear comparison between Spain & SA <b>and/or</b> limited to only 1 or 2 headings. Maybe lack of balance (more on Spain than SA or vice versa)
1-4	The answer includes very little factual evidence. Quality of the evidence poor Understanding of the topic poor.	<b>5-10 Band.</b> 1 or 2 points about Spain and/or SA Random facts about Spain & Sp. And/or Generalisations with little Spanish/SA evidence.
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole	<b>1-4 Band</b> Limited generalisations about Spain and/or SA with no comparisons. Little/no reference to Spain/SA.